

# Career Pathways Ready System (CPRS)



	<b>Financial Aid Knowledge &amp; Completion</b>	<b>Pathways Exist (Built and Aligned) aka Existence of Multiple, Well-lit Pathways for Students</b>	<b>Students Actively Engage in Pathways</b>
	<b>TU Goal: XX % of students access, complete, etc. by XX/XX/XX</b>	<b>TU Goal: X number of pathways in XYZ industries, etc.</b>	<b>TU Goal: X students (by demographic) engaged in XYZ type of pathways</b>
<b>Adult Knowledge and Bias Adjustment</b>	<ol style="list-style-type: none"> <li>1. Know your Data</li> <li>2. Identify a Champion</li> <li>3. Access and use the FAFSA portal (process for tracking WASFA)</li> <li>4. Track individual student completion</li> </ol>	<ol style="list-style-type: none"> <li>1. Schools and districts use a range of quantitative and qualitative evidence to examine and improve postsecondary awareness and preparation.</li> <li>2. Middle schools and high schools use a common HSBP platform that generates actionable data for supporting students' postsecondary aspirations.</li> <li>3. Key career sectors have articulated pathways for students including career exploration for early grades (e.g., STEM Like Me), career preparation for middle grades, and advanced career launch programs for high school students</li> </ol>	<ol style="list-style-type: none"> <li>1. Each high school provides dedicated time (e.g., advisory period) for students at each grade level to work on college and career readiness curriculum and their HSBP.</li> <li>2. High schools collect and use data annually about how students are engaged in pathways based on their aspirations and interests. Programs are designed based on that data.</li> <li>3. Schools and school districts provide support to teachers and staff about careers, pathways, and workforce skills so they can present these topics to students in their classrooms (e.g., STEM Teacher Cafes).</li> </ol>
<b>Families and Communities are Engaged</b>	<ol style="list-style-type: none"> <li>1. Families of students in 6th-8th grade are provided with information and support for enrolling in the College Bound Scholarship.</li> <li>2. Families of students in 8th through 11th grades that are eligible for the College Bound Scholarship are annually provided with information regarding financial aid, including but not limited to college affordability, cost, financial aid resources, and how to complete financial aid applications (e.g. FAFSA and WASFA).</li> <li>3. Families are directly engaged in HSBP through communication and events to connect students' postsecondary plans with financial aid resources and supports.</li> </ol>	<ol style="list-style-type: none"> <li>1. From 8th through 12th grade, families are informed about articulated career pathway opportunities and the components of those pathways (dual credit courses, financial aid support, CE/CP/CL, and related activities), through events (provided in languages other than English) aligned to HSBP frameworks and strategies.</li> <li>2. Families of students in 8th through 12th grade receive communications about articulated career pathway opportunities and the components of those pathways (e.g., dual credit courses, financial aid support, CE/CP/CL), provided in languages other than English and in alignment with HSBP frameworks and strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. From 8th through 12th grade, families are encouraged and supported by schools and districts to engage with their students in HSBP exercises and updates, through dedicated opportunities to co-design pathways exploration experiences.</li> <li>2. Families receive information related to key post-high school data points (e.g., enrollment, outcomes, financial aid completion, aspirations) and are invited by schools to engage in designing solutions for students.</li> <li>3. Families receive opportunities to engage with students in career exploration in elementary school.</li> </ol>
<b>There is capacity (+ capability) and support to do the work (aka Development of regional leadership capacity) Consider RESOURCES and PEOPLE as related but distinct</b>	<ol style="list-style-type: none"> <li>1. Knowledge of financial aid best practices and supports is known for internal school staff and community-based organizations.</li> <li>2. For each school, needs and requests for support from community-based organizations around College Bound Scholarships, HSBP, and financial aid campaigns have been determined.</li> <li>3. Each school implements targeted strategies to reach student groups furthest from defined universal goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Career connected learning programs are aligned with regional job demand, span the explore-prep-launch continuum, and make use of available funding opportunities (e.g., CCW program builder grants).</li> <li>2. Community-based organizations and local education organizations are engaged in partnerships focused on increasing students' exposure to regional higher educational institutions, apprenticeship programs, and other postsecondary experiences.</li> <li>3. Making explicit connection to align pathways efforts and wrap around supports for priority populations to scale work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local community-based organizations and other out-of-school organizations are identified and engage students in alignment with schools' and/or districts' pathways, HSBP frameworks, and financial best practices, and can report on their strategies.</li> <li>2. WA STEM, STEM Networks, and schools in the region provide and use resources like college and career advisory curriculum, H2P scale and expansion efforts, and integrated tools like CCW Directory.</li> </ol>

*\*This resource was co-designed by [ten Regional Networks](#) in Washington State, with investments and support from Washington STEM.*

*\*\*Who is engaged in each square: students, families, K12 staff, workforce, CBOs, labor, higher Ed, business*